

Learning Conversation Notes	
<b>Name of Partner:</b> Western Placer Unified School District	<b>Date:</b> March 5, 2008
<b>Conversation Participants:</b> Kris Knutson, Cathy Ferron, Nancy Baggett, Don Ferretti, Heidi Kolbe (Facilitator), and Janice Critchlow (Recorder)	
<b>Outcomes:</b> <ul style="list-style-type: none"> <li>Children participating in the program will gain school readiness skills (academic, social, emotional) including age appropriate behaviors in interactions with their peers.</li> <li>Parents/caregivers who participate in the program have increased knowledge and competency of child development and parenting skills and demonstrate these skills to support the growth and development of their child.</li> </ul>	
<b>Performance Measures:</b> <ul style="list-style-type: none"> <li>Demographics according to the categories mandated in the First 5 Placer Demographic Tool. In addition the following will be required; number of children served directly, the number of children served indirectly and the number of parents/caregivers served.</li> <li>Preschool teacher notes capturing beginning and end knowledge around workshop topics.</li> <li>Photos with statement that show parents/caregivers utilizing learned skills.</li> <li>Pre/Post Desired Results Developmental Profile Revised (DRDPr).</li> <li>Compilation of preschool teacher observations demonstrating achievement of the child outcomes.</li> </ul>	
<b>Number of Children Served:</b>	67
<b>When served:</b>	11/29/07 – 3/4/08
<b>Gender:</b>	
- Male	35
- Female	32
- Unknown	
<b>Ages:</b>	
- Prenatal	
- < 1 yr	
- 1 yr	
- 2 yrs	3
- 3 yrs	23
- 4 yrs	27
- 5 yr	14
- Unknown	
<b>Ethnicity</b>	
- Alaskan Native/ American Indian	3
- Asian	4
- Black/African American	
- Hispanic/Latino	25
- Pacific Islander	
- White	25
- Multiracial	6
- Other	3
- Unknown	1

## **What is this data telling us about achievement of outcomes?**

### **Demographics of the children**

- New children have continued to enroll. There are six new children since the last Learning Conversation.
- After the last Learning Conversation, staff talked with participating parents/caregivers to discover ways to find new parents/children. This has proved effective, especially with Hispanic families.
- There are slots for thirty children at each site; fifteen children for the morning session and fifteen in the afternoon at both sites.
- Program is at capacity with a waiting list of ten. Waiting list children are able to attend when enrolled children are absent for an extended period of time.
- Waiting list children are reflected in the demographics if their parents are attending classes.
- Sixty-three percent of the children are non-white.
- Most of the children on the waiting list are Hispanic.
- Sixty-nine percent of the children are from Lincoln; thirty percent are from Sheridan. Some of the Sheridan class participants live in Lincoln but attend in Sheridan because that's where the openings have been.
- One child was identified as special needs in the last week; not reflected in demographics yet. Identification of the special need happened as a result of the vision and hearing screenings arranged by the program.
- Chart comparing ethnicity of preschoolers with the elementary schools: There is a diverse population at both preschool sites that is fairly representative of the area and the attendance at the related schools.

### **Demographics of the parents/caregivers**

- Some children have more than one parent participating.
- Some dads are involved.
- The majority of the parents are in their thirties. The age spread is a fairly even bell-shaped curve.
- Some grandparents are involved.
- There are roughly the same number of White and Hispanic parents participating.
- There are a few parents from Roseville coming to the free parenting classes. Their children are on the waiting list for the program.

### **Preschool teacher notes capturing beginning and end knowledge around workshop topics**

#### **Compilation of preschool teacher observations demonstrating achievement of the child outcomes**

**(Also includes information on parents demonstrating skills)**

#### **General comments**

- There have been eight workshops since the last Learning Conversation.
- Please see attached *Workshop Summaries*. The teacher comments are always from the same teachers. The parent comments come from a sampling of those parents who attended that workshop.
- Teachers are rating the demonstration of the behavior. A "5" means that the teacher is seeing parents using the information at home and bringing the activities into school.

- For all workshops, the average attendance was 51.8 parents/caregivers per workshop. The average parent rating was 4.1. The average teacher rating was 3.6.
- Three of the workshops were related to nutrition. This area seems to be an area where knowledge is increased but behavior is harder to change. When parents relate the knowledge to their child's ability to learn in preschool, they seem to be able to make more changes. There are other daily behaviors that are harder to change.
- Topics are very appropriate for the outcomes and the program. They seem to help parents understand key concepts.

### **Comments about specific workshops**

**Music Works Wonders:** Parents rated this workshop a "5" and teachers rated it a "4." Parents are gaining knowledge in how to use music to help their children's growth. Teachers' ratings indicate that several parents are demonstrating the skills they learned in the workshop to support the growth of their children and transferring the skills to the classroom.

**Healthy Habits:** Both parents and teachers rated as a "3." Knowledge seemed to increase and the seed was planted. Many comments about "I should." Behavior didn't seem to change much. May need to find another way to get this message across to the parents in a way that will elicit behavior change.

**Play and Creativity:** Rated a "5" by the parents and a "4" by the teacher. The parents seemed to really appreciate the message that play is an important part of learning. Teacher comments indicate that parents learned that children may be able to work out their own problems without needing help from adults. Shows age appropriate behavior.

**Importance of Breakfast for Preschoolers:** Parents rated a "4" and teachers rated a "5." Very honest comments that indicate that parents understand the importance but may not be able to implement everyday. This was probably the teachers' favorite workshop – they saw a lot of behavior changes.

**Life in the Fast Food Lane:** Parents rated a "3" and the teachers rated this workshop a "2." This may be a workshop that needs to be tweaked or may indicate what's going on with society.

**Getting Ready to Read:** Both parents and teachers rated this workshop a "5." Parents who participated have increased knowledge about helping their children and are using the skills. Children are also gaining school readiness skill support.

**Brain Development in Preschoolers:** Parents rated this workshop a "2" and teachers rated a "1." An outside consultant presented this workshop. It's a great topic but delivery or content did not match the needs of the parents. This theme needs to be tweaked so that parents can understand and use the information.

**Creating Language Rich Environments:** Both parents and teachers rated this workshop a "4." Teachers noticed that the parents were talking more with their children and using more complex language.

**Photos with statement that show parents/caregivers utilizing learned skills**

- The photos show children engaging in age appropriate behaviors and interacting with their peers. Children are engaged in school readiness skill development activities.
- The photos did show parents using skills learned in workshops to present lessons to the children.
- Parents used the information they learned to keep a group of children engaged and involved. Seems to be a good way to keep parents involved.
- The environment seems very welcoming for both the children and the parents.
- Seem to be candid shots showing actual activities. The program staff has learned that the more pictures taken helps children and parents to ignore the camera.

**Pre/Post Desired Results Developmental Profile Revised (DRDPr)**

- This performance measure relates to the school readiness outcome.
- The program is currently using eleven of the DRDPr indicators from four domains: social emotional, cognitive, language, and physical development.
- Program grouped the results from the two and three year olds together and the fours and fives together.
- Results are showing growth. Four and five year olds are demonstrating a faster rate of growth than the younger children in the social/emotional and cognitive domains.
- On average, children participating in this program have gained school readiness skills in the areas of cognitive, social/emotional, language, and physical development.
- The program thinks the DRDPr is a useful tool to indicate movement toward school readiness.

**In what ways will we apply what we have learned from our data?**

- Some parents are not meeting their obligations as stated in their parent contracts. Program has been hesitant to remove the children from the program but needs to consider doing this to allow other children on the waiting list into the program.
- **Workshops:** Tweak/revamp the workshops with the lowest ratings – particularly those in which the teachers did not see much behavioral change. Program may want to ask parents about the topics they are interested in. Presentation for Learning Conversations: Keep chart. Show the average instead of rounding off.
- **Photos:** Might want to show a retrospective of the entire year. May want to print out copies for each classroom so that parents/caregivers can review. Might want to include the outcomes.
- **DRDPr:** May want to compare year-end scores with beginning scores. May want to prepare a chart comparing scores and children receiving that score by age. A bar chart comparing pre and post scores in the eleven indicators might be useful.

**Other points that were made during the conversation:**

The program seems to have all the necessary elements and data was presented well. The key will be to sustain the effort. Schedules of staff are difficult to mesh but data needs to be shared with staff. Next year's schedule will allow more time for staff interaction.

**Next Steps:****Demographics**

- When served: Should be from last Learning Conversation to the date of the next Learning Conversation (or when the cut-off date was).

**Next Learning Conversation:** Tuesday, July 8, 8:30 am – noon.